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ABSTRACT

Areas for reform in teaching Asian culture are discussed, and resources and bibliographies for existing curriculum are presented. The paper emphasizes that materials on Asian Americans need to be incorporated into school curricula to (a) counter existing inaccurate or derogatory prejudices or behaviors; (b) counter the inaccurate, incomplete, and stereotypical materials currently in school curricula; and (c) begin to remedy the general absence of materials and present accurate and balanced information on Asian-American history, culture, and contributions. The major portion of the paper provides a list of resource persons and organizations for Asian-American curriculum materials; resources for teaching, such as teaching guides, bibliographies, books, and audiovisuals; and a compilation of children's books in annotated form including grade level, author, and publisher. (Author/JR)

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MULTICULTURAL EDUCATION AND ASIAN AMERICANS

by

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Paper prepared for presentation at the Annual Meeting of the Association of Asian Studies (Western Conference), Boulder, Colorado, 1975.

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Education is obviously not a panacea for solving racial problems. Still, the inclusion of materials on minority groups into the educational process should serve to challenge the following assumptions which permeate American education:

a. All people in America have a common experience, or that all people should have a common experience and that there is one "right" way to live and behave, one desired set of expectations and values.

b. Racial or ethnic differences make big differences. Differences can be equated with deficits and the need for remediation and/or compensation. Those who differ are somehow less than normal or even inferior (multicultural education is therefore sometimes seen as a vehicle for bringing "outsiders" into the "mainstream"). Even when differences are not seen as negative they are taken to be strange and therefore to be feared or disliked.

c. Problems associated with minority groups are seen as being their own fault. It is assumed that groups become successful only through their own efforts and by conforming to the values of the mainstream. Therefore some groups are seen as "not working hard enough" or they are said to be "culturally deprived." The effects of racism are therefore ignored or excused.[1]

Materials on Asian Americans need to be incorporated into school curricula. Again these are not a panacea for solving problems but in the long run they should begin to:

a. Counter existing inaccurate or derogatory prejudices or behaviors such as:

-caricatures of Asians with slanted eyes, buck teeth, and yellow skin, or anything that suggests that "they all look alike."

-the use of terms such as Japs, Chinks, and Gooks

-the use of expressions such as "Rots of Ruck", "Flied Lice" and "So Solle"

-stereotypes of Asian men as inscrutable, mysterious, sneaky, cunning, diabolical; and Asian women as docile, submissive, and sexy

-the view that Asians consider human life as worthless and expendable

-stereotypes of Asians as proficient in judo, karate or kung fu

-the view that many Asians are successful middle class engineers, doctors, and scientists.[2]

b. Counter the inaccurate, incomplete, and stereotypical materials currently in school curricula, for example:

-The Human Adventure: Four World Views for grade 4 contains the following passages: "Weiming is a ten year old Chinese boy. He has black hair and dark slanted eyes. His skin is a light yellow-tan color. He is not very tall. Weiming speaks Chinese at home. He can also speak a few simple words of English." (page 11)

-Industry: Man and the Machine for grade 4 contains a story called "Silk, the Cloth of Kings" which tells about a "Chinese princess long long ago" who is dressed in a Japanese kimono. (page 90). On page 133 there is a cartoon of an Asian with slits for eyes who is illustrated speaking over the telephone to a nonAsian colleague in Asian calligraphy.

-Agriculture: Man and the Land contains the following passage: "In many countries in Asia, people eat rice at every meal. Many Asians have nothing but rice to eat most of the time. Rice is the chief food for more than half the people in the world. Rice is the main food in hot, wet lands that are crowded with people. The land of South East Asia are such lands." (page 90)[3]

c. Begin to remedy the general absence of materials and present accurate and balanced information on Asian American history, cultures, communities, and contributions to American life.

Besides being familiar with available materials, teachers should be aware of the intellectual context or assumptions they are making in presenting these materials. Although not all educators will agree with them, I will state some of my own "biases" as a basis for thought:

a. It is not true that only Asian Americans or only those who have done an extensive study of these groups can make good presentations of materials. Obviously background experience as represented by the former or expertise as represented by the latter are useful, but most teachers can do excellent jobs provided they have an understanding of the materials and, more importantly, they have given some consideration to general issues such as those discussed here.

b. In the short run it is usually feasible only to present materials in a piecemeal and separate fashion, for example, through special "cultural days," guest speakers, special portions of classes, or even through separate classes. However in the long run much of this material must be integrated into the regular curriculum (not only history but also art, music, social sciences). Not only does this provide a context for such materials, but it also recognizes that they are a legitimate part of this discipline (and the study of American society) and not something special or separate and inferior.

c. The difference between Asian Americans and East Asians must be acknowledged. Asian Americans are a minority with a distinct history and set of experiences in this country. Presentations, however, often tend to stress Chinese and Japanese history, or contemporary Chinese and Japanese society and culture. Though these things are obviously of relevance, this practice is actually no more appropriate than extensive discussions of East African history and culture in presentations on black Americans.

d. Although there are major similarities, Asian Americans actually constitute distinct groups (Japanese, Chinese, Filipinos, Koreans, etc.). Of course it is often impossible to make comprehensive presentations on all groups, but students and teachers should be aware that there are differences. Asian groups are not more alike than Western Europeans such as the French, Dutch, and English. If circumstances only permit presentations on one group such as the Japanese, this should not be seen as an adequate substitute for depiction of all Asian American groups.

e. Many presentations on Asian Americans stress artistic-creative aspects of culture such as calligraphy, traditional dance, music, cooking, flower arranging, bonsai, origami, and haiku. While this is interesting (especially to younger children), valuable in illustrating culture, and never to be ignored, it is a mistake to represent Asian Americans only in these terms. There are several reasons for this. Obviously such treatments leave out the bulk of the Asian American experience. It is no more appropriate to do this than it would be to depict American society only in terms of modern art, popular music, and novels. Also some art forms are peculiar to contemporary Asia and not part of the Asian American experience. Finally, some traditional art forms were more characteristic of the upper classes and again not part of the experience of the predominantly lower or middle class immigrants.

f. It is important to stress the numerous Asian American contributions to American society. However this can be overdone. Most Asian Americans never became millionaire flower growers, famous politicians, well-known architects, or Nobel Prize winners in physics. Similarly most Americans are not celebrities nor have they made breakthrough contributions in the sciences and arts. Significant contributions are never to be omitted, but students should realize that most Asian Americans are rather "ordinary" people who have managed to maintain some community and cultural integrity despite decades or racism and to continue to do many of the ordinary things that most Americans do; this is perhaps their greatest contribution.

g. Presentations should provide an accurate and realistic examination of discriminatory laws and practices, both historical and contemporary such as immigration restrictions, alien land laws, and the relocation experience of Japanese Americans during World War II.

h. Presentations should not be purely historical but should also examine aspects of Asian American communities such as businesses, family patterns, and religious practices. The contemporary aspects of communities, not just the historical or traditional, should be included.

i. The Asian American experience has not been on of unbridled success. Not all Asian Americans are middle class, nor are all on the road to assimilation. And because some have made progress, Asian Americans should not be labeled as "models" for other minority groups to emulate. Presentations should give attention to contemporary issues such as identity conflicts, decline of physical communities, and interracial marriage. If time permits, serious problems such as poverty, the elderly, and the persistence of discrimination might be explored.

In sum, presentations of Asian Americans need to be accurate, realistic, and balanced. Like all peoples, Asian Americans are diverse. Omissions or generalizations may serve to perpetuate old stereotypes or generate new ones. Finally, of course, presentations must avoid being patronizing, ethnocentric, and superficial. Like all groups, Asian Americans should be depicted with respect as total human beings.

It is no longer the case that teaching materials are not available. Numerous teaching guides, books, and films may be borrowed or purchased, and many more are being developed. Admittedly much of this is still not in a form easily digested by teachers who must work within busy schedules, but efforts are underway to correct this.

Finally, one should not hesitate to ask for help or assistance. Local Asian American teachers are familiar with materials and are willing to lend a hand. The resource organizations and people listed on the supplementary handout, though swamped with work like everyone else, are very cooperative. It is sometimes the case in education that groups working on materials or techniques horde ideas or items; my

experience working with Asian Americans is that they are committed to the idea of multiethnic curriculum development and are always willing to help.

FOOTNOTES

1. These ideas were drawn from Asa Hilliard, School of Education, California State University-San Francisco.

2. These examples are from The Asian Image in the United States: Stereotypes and Realities (New York: Asian Americans for Fair Media, 1975)

3. These examples were drawn from an address by Patricia Nakano, Japanese American Citizens League, 1975.

RESOURCE PEOPLE/ORGANIZATIONS FOR ASIAN AMERICAN CURRICULUM MATERIALS

Russell Endo
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492-8374 or 492-6427

Patricia Nakano, Director
Ethnic Heritage Project
Japanese American Citizens League
22 Peace Plaza, Suite 203
San Francisco, California 94115

Mako Nakagawa, Director
Asian American Cultural Heritage Program
Seattle Public Schools
Seattle, Washington

Florence Yoshiwara, Director
Japanese American Curriculum Project
P.O. Box 367
San Mateo, California 94401

Franklin Odo
Asian American Studies
California State University
Long Beach, California 90810

Asian American Studies Center
3232 Campbell Hall
University of California
Los Angeles, California 90024

Robert Nakamura
Visual Communications
1601 Griffith Park Boulevard
Los Angeles, California 90026

Linda Wing
Asian American Studies
Berkeley Unified School District
Berkeley, California

Kathy Reyes
Asian American Studies
San Francisco Unified School Dist.
135 Van Ness, Room 213-A
San Francisco, California 94102

Asian American Education Commission
Los Angeles City Schools
450 North Grand Avenue
Los Angeles, California 90012

Mary Lee Shon, KEYS Project
Francis Nakano, Urban Affairs

RESOURCES

1. Teaching Guides, Bibliographies

   a. Lloyd Inui and Franklin Odo, The Asian American Experience (Asian Americans Studies, California State Univ.-Long Beach, 1974).

   b. A Survey of History, Culture and Current Problems of Ethnic Minorities (Los Angeles City Schools, 1975).

   c. The Heritage and Contributions of the Chinese and Japanese Americans (Denver Public Schools, 1974).

   d. Contributions of Black Americans, Indian Americans, Mexican Americans and Asian Americans to American History (Santa Clara County Schools, 1974).

   e. A Bibliography of Asian and Asian American Books for Elementary School Youngsters (Seattle Public Schools, 1975).

   f. The Role of Racial Minorities in the United States (Seattle Public Schools, 1972).

   g. Asian American Experience (Berkeley Unified School District, 1973).

   h. A Guide for Teaching and Understanding the History and Culture of Japanese Americans (San Diego City Schools, 1972).

   i. Developing Appreciation of Minority Cultural Backgrounds for Teachers (San Diego City Schools, 1971).

   j. A Guide for Teaching Ethnic Studies: A Social Studies Course for Grades 9 or 10 (San Diego City Schools, 1973).

   k. The People of Our Community: A Social Studies Unit in Intergroup Relations for Grade 6 (San Diego City Schools, 1973).

   l. Asian American History (Pasadena Unified School District, 1974).

   m. Asian American Studies Project: Elementary Guide, Intermediate Grades, Secondary Level (Richmond, California Schools).

   n. The Emerging Minorities in America: A Resource Guide for Teachers Santa Barbara: American Bibliographical Center-Clio Press, 1972.

   o. James Banks, Teaching Ethnic Studies, Washington, D.C.: National Council for the Social Studies/NEA, 1975.

(Most of the above sources have historical, community, and cultural information and outlines as well as project suggestions and questions or topics for discussion; #e has an excellent review of children's books and available films/audio visual materials; #a also has a listing of available films/audio visual materials.

2. Miscellaneous

a. Ethnic Understanding Series (Japanese American Citizens League) this is a series of activities, games and lessons on Asian Americans for elementary school youngsters.

b. Two general annotated bibliographies on Asian Americans are available for those interested in developing an extensive background in this area:

Harry Kitano et al., Asian Americans: An Annotated Bibliography (Asian American Studies Center, University of California, Los Angeles, 90024).

Isao Fujimoto et al., Asians in America: A Selected Annotated Bibliography (Asian American Studies, Department of Applied Behavioral Sciences, University of California, Davis, 95616).

c. "History of the Japanese in America: Workshop I,: a slide presentation on the history of the Japanese in America. Produced by Don Estes and Visual Communications for the Japanese American Citizens League (22 Peace Plaza #203, San Francisco, California 94115).

d. "Japanese Americans: An Inside Look" (Japanese American Curriculum Project, P.O. Box 367, San Mateo, California). Project is a set of film strips, record or cassette tapes, and a teachers' manual for Grades 4-8. JACP has released other projects as well.

e. Visual Communications (1601 Griffith Park Blvd., Los Angeles, California) has recently produced several outstanding films on Asian Americans suitable for secondary level classes including: "Watadidori: Birds of Passage" (on the Japanese Americans), "Pieces of A Dream" (on Chinese immigrant communities in the Sacramento Delta area), and "I Told You" (a portrait of Japanese American poet Lawson Inada). Two other excellent films on the Japanese American evacuation, available at CU are: "Guilty By Reason of Race" and "Subversion."

f. Besides Visual Communications and the Japanese American Curriculum Project, other major sources of audiovisual materials are:

Chinese Media Committee
669 Clay Street #3/F
San Francisco, Calif. 94111

Manzanar Committee
1566 Curran Street
Los Angeles, California 90026

UCLA Asian American Studies Center
3232 Campbell Hall
University of California
Los Angeles, Calif. 90024

CEC Tape Cassette Library
(audio cassettes only)
1920 Association Drive
Resonon, Virginia 22091

3. There are several hundred publications (books and articles) dealing with Asian Americans. However, many are incomplete, inaccurate, or overly scholarly. I would recommend the following either for background reading or for classroom use at the secondary level.

i. Asian Americans in General

- S. Sue and N. Wagner, Asian Americans: Psychological Perspectives, (Ben Lomond: Science and Behavior Books, 1973).
- L. Inui and F. Odo, Asian American Experience: Syllabus Reader, (Long Beach: Asian American Studies, 1975).
- P. Jacobs and S. Landau, To Serve The Devil, Vol. 2, (New York: Vintage Books, 1971).
- S. Lyman, Asian in the West, (Reno: Desert Research Institute, University of Nevada, 1970).

ii. Chinese Americans

- V. Nee and B. Nee, Longtime Californ', (New York: Pantheon, 1972).
- S. Lyman, Chinese Americans, (New York: Random House, 1974).
- C. Wu, Chink, (New York: World Publishing, 1972).
- T. Chinn, History of the Chinese in California: A Syllabus, (San Francisco: Chinese Historical Society, 1969).
- H. Lai and P. Choy, Outlines: History of the Chinese in America, (San Francisco: Everybody's Bookstore, 1973).

iii. Japanese Americans

- W. Petersen, Japanese Americans, (New York: Random House, 1971).
- W. Hosokawa, Nisei, (New York: Morrow, 1969).
- R. Daniels, The Politics of Prejudice, (Berkeley: University of California Press, 1962).
- H. Conroy and T. Miyakawa, East Across the Pacific, (Santa Barbara: American Bibliographic Center, 1972).
- H. Kitano, Japanese Americans, (Englewood Cliffs: Prentice-Hall, 1969).

iv. Filipino Americans

- R. Morales, Makibaka, (Los Angeles: Mountainview, 1974).
- J. Navarro, Diwang Pilipino, (Davis: Asian American Studies, 1974).
- C. McWillians, Factories in the Fields, (Santa Barbara: Peregrine, 1971).
- C. Bulosan, America is in the Heart, (Seattle: University of Washington Press, 1973).
- C. McWillians, Brothers Under the Skin, (Boston: Little Brown, 1943).

v. Korean Americans

- Warren Kim, Koreans in America, (Seoul: Pc Chin Chai, Ltd., 1971).
- Linda Shin, "Koreans in America, 1903-1945" in A. Tachiki et al., Roots: An Asian American Reader, (Los Angeles: UCLA Asian American Studies Center, 1971).
- Hyung-chun Kim, "Some Aspects of Social Demography of Korean Americans," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).
- Warren Y. Kim, "Koreans in America," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).
- Spence Palmer, "Korea and Christianity," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).

vi. Guamanian and Samoan Americans

- Joan Albon, "The Social Organization of an Urban Samoan Community," Southwestern Journal of Anthropology, (Spring, 1971), pp. 75-96.
- Ester Soriano, et al., "Samoan Project," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader (Long Beach: CSULB Asian American Studies, 1974).
- Susumu Yokoyama and Shirley Hanaki, "Samoan American Culture and Community," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).
- Susumu Yokoyama and Shirley Hanaki, "Samoan American Issues and Problems," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).
- Faye Munoz, "People of Guam, Chamorros: Some Notes on Their History," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).
- Faye Munoz, "Presentation to the U.S. Commission on Human Rights," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).
- Phillip Borja, "The Cultural Revolution of the Guamanian People," in L. Inui and F. Odo, Asian American Experience: A Syllabus Reader, (Long Beach: CSULB Asian American Studies, 1974).

vii. Contemporary

- Amy Tachiki et al., Roots: An Asian American Reader, (Los Angeles: UCLA Asian American Studies Center, 1971).
- "Asian Americans: A Success Story?", special issue of the Journal of Social Issues (Volume 30, 1973).
- Amerasia Journal (Los Angeles: UCLA Asian American Studies Center).
- Bridge, (New York: Basement Workshop, 22 Catherine, New York).
- M. Maykovich, Asian American Identity Dilemma, (Tokyo: Waseda University, 1972).
- K. Hsu and H. Palubinskas, Asian American Authors, (New York: Houghton Mifflin, 1972).
- Sue and N. Wagner, Asian Americans: Psychological Perspectives, (Ben Lomond: Science and Behavior Books, 1973).

vii. Contemporary (Continued)

- D. Okimoto, American in Disguise, (New York: Weatherhill, 1971).
- F. Chin et al., Aiiieeeee: An Anthology of Asian American Writers, (Washington, D.C.: Howard University Press, 1974).
- Discrimination Against Asians (Olympia, Washington: Governor's Asian American Advisory Council, 1973).
- Asian Americans and Pacific Peoples: A Case of Mistaken Identity, (Washington, D.C.: U.S. Commission on Civil Rights, 1975).

viii. Japanese American Evaluation

- R. Daniels, Concentration Camps USA, (New York: Holt Rinehart and Winston, 1971).
- A. Girdner and A. Loftis, The Great Betrayal, (New York: Macmillan, 1969).
- D. Kitagawa, Issei and Nisei, (New York: Seabury Press, 1967).
- M. Okubo, Citizen 13660, (New York: Columbia University Press, 1946).
- A. Bosworth, America's Concentration Camps, (New York: Norton, 1967).
- M. Conrat and R. Conrat, Executive Order 9066, (San Francisco: California Historical Society, 1972).

RECOMMENDED CHILDREN'S BOOKS*
SECTION ONE - FICTION

* THE BIG WAVE (old Country Setting) 4-6 Intermediate
Pearl S. Buck
The John Day Co.

Well written, gorgeously illustrated book. Deals with the Japanese culture, socialization process and social situation. Beautiful examples of ancient Japanese art.

* THE BOY AND THE BIRD (Old Country Setting) K-3 Primary
Tamao Fujita
The John Day Co., 1971

The awesome beauty of the forest compels a young boy to release his pet bird from its cage. The walk back is sad when the bird doesn't respond to the master's call. Happily the bird had returned to its cage before its master. The beauty of nature is captured in the text and illustrations.

* THE BURMA RIFLES (American Setting) 7-9 Jr. High
Frank Bonham
Thomas Y. Crowell, 1960 $3.95

Jerry Harada is a Japanese American of draft age at the time of Pearl Harbor. He suffers from the hatred of his neighbors and is interned to a concentration camp with his family. Jerry later enlists in the U.S. Navy and becomes part of Merrill's Marauders. Sentiment and attitude of the 1960's toward war heroes.

* CHARLEY YEE'S NEW YEAR (American Setting) 1-3 Primary
Juanita B. Anderson 4-6 Intermediate
Follett Publishing Co., 1970 $2.49

This story is set in San Francisco's Chinatown and the cultural background is clearly depicted. Chinese custom says all debts must be paid by the New Year's end. Charley struggles to repay money borrowed from his uncle.

* A CHINESE YEAR (Old Country Setting) 4-6 Intermediate
Ellen Hsiao
M. Evans and Co., 1970

Young girl lives with relatives in a rural Chinese village for a year after a death in the family. Events sensitively create settings to explain Chinese customs, beliefs, and respect for elders.

* CROW BOY (Old Country Setting) K-3 Primary
Taro Yashima
Viking Press, Inc., 1955

A strange, shy, little boy was ignored by his classmates in a Japanese village school until a new teacher shows them Crow Boy has a special talent.

*from: A Bibliography of Asian and Asian American Books for Elementary School Youngsters, (Seattle Public Schools, 1975).

* A CROCODILE'S TALE (Old Country Setting) K-4 Primary
Jose and Ariane Aruego
Charles Scribner's Sons $4.95

Trials and tribulations of a young Filipino boy about to be eaten by a crocodile. Charming illustrations. Easy first reading with an element of suspense for the young reader or listener. Filipino culture has minor role.

* DANCE, DANCE AMY-CHAN (American Setting) K-3 Primary
Lucy Hawkinson
Albert Whitman and Co., 1964 $2.75

Two young Japanese American girls take part in a folk festival and learn more about their heritage.

* A DOG FOR RAMON (Old Country Setting) 4-6 Intermediate
Janet Bartosiak
Dial Press, 1966

Excellent book. A serious and joyful story of a boy and his dog. Shows the lifestyle of a Filipino family in the Philippines. This book also introduces names of some Filipino food to the readers.

* THE DOLLS DAY FOR YOSHIKO (Old Country Setting) K-3 Primary
Momuko Ishii
Follett Publishing Co., 1966

Yoshiko and her mother contrive a way to acquire a fine set of dolls in time for the Doll Festival.

* FISH IN THE AIR (Old Country Setting) K-3 Primary
Kurt Wiese
Viking Press, 1948

Full color illustrations on every page. Tells the humorous story of a boy's run-in with Tai Fung, the Big Wind.

* THE FOREVER CHRISTMAS TREE (Old Country Setting) 4-6 Intermediate
Yoshiko Uchida
Charles Scribner's Sons

This is a beautiful, sensitive story of the discovery of Christmas and a warm friendship between a young Japanese boy and an old man. Enjoyable reading. Depicts human warmth in a Japanese setting.

* FRIENDS, FRIENDS, FRIENDS (American Setting) — 1-3 Primary
Ruth Jaynes
Bowmar Publishing Co., 1967 — $3.95

Focuses on a young Asian American girl in a school setting. Pictures depict her multi ethnic personal contacts. Good for discussion of pluralistic society at an early level. Slight criticism that professional adults are all Caucasian with the exception of the Asian American teacher who can be mistaken for a parent in the opening picture.

* GILBERTO AND THE WIND (American Setting) — 1-3 Primary
Marie Hall Ets
Viking Press

Very easy reading. Enjoyable to younger children because they have done the things Gilberto does in the book - playing with the wind and creating images with nature.

* HIPPOPOTAMUS (Old Country Setting) — K-3 Primary
Eriko Kisshida
Prentice-Hall, 1963

Taro and his pet turtle visit their friends, the hippopotamuses, in the Tokyo Zoo. A quiet time story that young children will enjoy.

* HONSCHI (Old Country Setting) — K-3 Primary
Aline Glasgow
Parents Magazine Press, 1972

Light and enjoyable story of a small chickadee who doesn't follow his migrating family. Very beautiful illustrations.

* HISAKO'S MYSTERIES (Old Country Setting) — 4-6 Intermediate, 7-9 Jr. High
Yoshiko Uchida
Charles Scribner's Sons, 1967

Story written with love and warmth of an orphan girl raised by her grandparents in a small village in Japan. The "mysteries" are raised when she accidentally finds out that her father had not really died when she was a baby. Hisako's relationships with her grandparents, friends, aunts, uncles, and cousins are so warm and real that it brings home the fact that Japanese are like people the world over.

* IN-BETWEEN MIYA (Old Country Setting) — 4-6 Intermediate
Yoshiko Uchida
Charles Scribner's Sons — $3.50

A very well written book that shows how ethnic minorities have similarities as well as differences which makes life more interesting. The children reading this could easily identify with Miya, the central character, put themselves in her position and live a few days in Tokyo, etc. Very realistic and interesting reading.

* JENNY KIMURA (American Setting) — 4-6 Intermediate, 7-9 Jr. High
Betty Cavanna
Wm. Morrow & Co., 1964

The story of a half Japanese, half Caucasian teenager from Japan who visits her grandmother in Kansas City. The story focuses on Jenny's acceptance and non-acceptance in America, boy-girl relationships, dating, etc. Would be interesting to young girls. The author sensitively relates cultural and personal adjustments Jenny must make in her new setting.

* JOHNNY HONG OF CHINATOWN (American Setting) — 1-3 Primary, 4-6 Intermediate
Clyde Robert Bulla
Thomas Y. Crowell, Pub.

Illustrations are few but skillfully situated in the story to relieve monotony in the younger ages. Story is in a Chinatown of some U.S. city. The reader can learn quite a bit about Asian Americans through this book. This book does promote brotherhood and sisterhood among different ethnic groups.

* JOURNEY TO TOPAZ (American Setting) — 4-6 Intermediate
Yoshiko Uchida
Charles Scribner's Sons

The story shows the hardships of one family while going through the experience of being evacuated into a concentration camp. Illustrations enhance the story. The family is portrayed as coming from the upper middle class with a very non-traditional and assimilated type of home life. This book has received ratings from one to ten by various readers. One reader writes "The story implies that though they were evacuated, in the end they were fortunate enough to leave camp because they had learned to love whites and be like whitey."

* KEIKO'S BUBBLE (Old Country Setting) — 1-3 Primary
Janet Lewis
Doubleday & Co., Inc.

A Girl's Day drama of a little girl and her life in Japan. The pictures and description of her life can give the reader a vivid idea of Japan.

* LI LUN, A LAD OF COURAGE (Old Country Setting) — 4-6 Intermediate
Carolyn Treffinger
Abingdon Press, 1947

A boy who refused to follow his father's profession (fishing) earns the admiration of the whole village by accomplishing an impossible task.

* LOOK WHAT I CAN DO — 1-3 Primary
Jose Aruego
Charles Scribner's Sons

A nonsensical picture book for primary children with delightful illustrations. Humorously written.*
*The choice of carabaos as the central figures, very definitely gives this story a Filipino ethnic base.

* MEET MIKI TAKINO (American Setting) — K-3 Primary
Helen Copeland
Lothrop, 1963 — $3.35

Japanese American Miki, a first grade boy in a New York City school, wanted to bring his grandparents to the school party - but he had no grandparents. How he manages to "adopt" three grandmothers and two grandfathers makes a satisfying story.

* NEW FRIENDS FOR SUSAN (American Setting) — 4-6 Intermediate
Yoshiko Uchida
Charles Scribner's Sons, 1951

Warm story of a Japanese American family who lived in Berkeley, California. Susan Sasaki must part with her best friend, Margie, because their school building is not safe and they will be attending different schools. However, many happy events follow a friendship made at the new school.

* NISEI DAUGHTER (American Setting) — 4-6 Intermediate, 7-9 Jr. High
Monica Sone (Itoi)
Little, Brown, & Co., 1953

Story of the life of a Japanese American girl who grew up in Seattle's Pioneer Square district. Sensitive approach to the growing racial awareness of the young girl. Old book, but still appropriate today.

* OOKA THE WISE (Old Country Setting) — K-3 Primary, 4-6 Intermediate
I. G. Edmonds
Bobbs-Merrill Co., 1961

Ooka, the shrewd old Japanese judge, solves with wisdom and humor the problems that beset his fellow townsmen. Possible discussion comparing wisdom versus intelligence, humor versus wit.

* THE PAI PAI PIG (Old Country Setting)
Joy Anderson
Harcourt, Brace & World, Inc.

The story involves children in competition and the aspects of winning and losing. Most importantly, the story depicts the lifestyle and atmosphere on the island of Taiwan. The illustrations by Jay Yang are very good and younger children would find it interesting to just look at them.

* THE PROMISED YEAR (American Setting) — 4-6 Intermediate
Yoshiko Uchida
Harcourt, Brace & World, Inc., 1959 — $3.50

Ten year old Keiko comes to California from Japan to spend a year with her aunt and uncle. She has to make many adjustments. Story treats Asian Americans as "ordinary folks."

* SAMURAI OF GOLD HILL (American Setting) — 4-6 Intermediate
Yoshiko Uchida
Charles Scribner's Sons, 1972 — $4.95

Kochi Matsuzaka is the son of a Samurai, the ancient Japanese warrior-nobility class. He and his father and other villagers leave their home in Japan at the end of Japan's feudal time, 1869, and try to establish a colony at Gold Hill, California. The barest facts of the story are true. The struggles, defeats, unwarranted opposition, appreciation or empathy are all expressed. An interesting story of one culture trying to co-exist in a foreign and hostile country.

* SAN FRANCISCO BOY (American Setting) — 4-6 Intermediate
Lois Lenski
J. B. Lippencott, Co., 1955 — $4.29

Through the life of a young Chinese boy and his sister, a realistic picture of San Francisco's Chinatown is depicted.

* SUMI'S SPECIAL HAPPENING (Old Country) — 1-3 Primary
Yoshiko Uchida
Charles Scribner's Sons, 1966

Seven year old Sumi wondered about a birthday gift for her grandfather who will be 99 years old. A spiritual gift was deemed more important than a material one. Throughout the story there is a peacock that never fanned its tail until the birthday. The book is humorous while conveying eastern philosophy in a manner children will easily grasp. Enjoyable book!

* THREE STRONG WOMEN (Old Country Setting) — 1-3 Primary
Claus Stamm
Viking Press — $2.62

The story of a Japanese wrestler and his meetings with three strong women. As the wrestler walks through the countryside, he shows the reader much of country life in Japan. Easy reading for younger children with many pictures.

* UMBRELLA (American Setting) — K-3 Primary
Taro Yashima
Viking Press, 1958 — $2.50

Momo, a little girl who lives in New York, becomes quite unhappy waiting for the rain to come so she can use her new umbrella and red boots. Bold color illustrations and a poetic style of writing tell the story of the first time Momo goes to nursery school by herself. The simplicity of the story, the Japanese seasonal symbols, and the naturalness of the situation will interest small children.

* YOUNGEST ONE (Old Country Setting) — K-3 Primary
Taro and Mitsu Yashima
Viking Press, 1962

A very shy, two-year-old boy is finally able to make a friend. A short, picture book. Good illustrations.

* CHINESE MOTHER GOOSE RHYMES — K-2 Primary
Robert Wyndham
World Publishing Co., 1968 — $4.95

This collection of authentic rhymes, riddles, and games that Chinese mothers have taught their children for hundreds of years... is designed to be read vertically like an oriental scroll, with the original Chinese version of the verses, in correct and decorative calligraphy flowing lengthwise on the pages. Beautiful illustrations.

* CHINESE TALES AND FOLKLORE — 4-6 Intermediate
S. Y. LuMar
Criterion Books — $3.95

Eleven good short folklore stories. One story on how Chinese words evolved.

* THE CRANE MAIDEN — K-3 Primary
Miyoko Matsutani
Parents Magazine Press, 1968 — $3.50

An old Japanese tale about a crane who takes a human female form when freed from a trap by a poor woodcutter. She repays the kindness of the woodcutter and his wife by filling their home with joy and laughter. However, because of a broken promise, she must become a crane once more. Appealing story.

* THE DANCING KETTLE — 4-6 Intermediate
Yoshiko Uchida
Harcourt, Brace & World, Inc.

A collection of 14 tales told to the author during her own childhood. Delightful reading.

* FAIRY TALES FROM THE PHILIPPINES — K-3 Primary, 4-6 Intermediate
Dorothy Lewis Robertson
Dodd, Mead, & Co., 1971

A stylishly illustrated anthology of authentic Filipino folktales simply told. This book is exceptionally fine in its accurate portrayal of Filipino myths and traditions.

* FAVORITE FAIRY TALES TOLD IN JAPAN — 2-3 Primary, 4-6 Intermediate
Virginia Haviland
Little, Brown & Co., 1967 — $4.55

Five of the most familiar Japanese tales are retold here in a direct and simple style.

* THE HARE AND THE BEAR AND OTHER STORIES — K-3 Primary
Yasue Maiyagawa
Parents Magazine Press, 1971

Three really humorous stories about the hare and other animals. Appealing illustrations and clever stories make this a good oral reading book.

* HOW NOT TO CATCH A MOUSE — K-3 Primary
Eigoro Futamauta
John Weatherhill, Inc., 1972

Excellent picture book with a cute story of a mouse who frightens most of the larger animals in the community by parading as a ghost and how the larger animals retaliate.

* HOW THE WITHERED TREES BLOSSOMED — K-3 Primary, 4-6 Intermediate
Miyoko Matsutani
J. B. Lippencott, Co., 1969

Lovely story told in both Japanese and English - the book even opens right to left. An old couple comes into good fortune and shares its source with their neighbors. The neighbors are greedy and in the end goodness is rewarded with goodness and the greedy receive their shameful reward. Illustrated in striking watercolors.

* JAPANESE CHILDREN'S FAVORITE STORIES — 2-4 Primary
Florence Sakade
Charles E. Tuttle Co., 1958

A collection of twenty folk tales traditionally told Japanese children.

* JUAN AND THE ASUANGES — K-3 Primary, 4-6 Intermediate
Jose Aruego
Charles Scribner's Sons

The story takes place in the Philippines with a young boy falling asleep on his carabao. He wakes up only to find himself deep in the jungle with Asuangs (creatures, goblins, etc.) of all shapes and forms. This is a good story book to read or tell students. Enjoyable reading! Depicts many facets of traditional Filipino mythology. Charming illustrations.

* THE LITTLE MOUSE WHO TARRIED — K-3 Primary
Kozo Kakimoto
Parents Magazine Press, 1972

Delightful story of a chain of events happening. Interactions between grandmother mouse, crow, cat, mouse, dog, broom, sickle, stone, and fire.... High interest story, humorous illustrations.

* LITTLE WHITE HEN — K-3 Primary
Hajime Kijima
Harcourt, Brace & World, Inc., 1969 — $3.25

This is a story of a little white hen who lived by herself in a house in the forest. The clever fox who lived nearby saw her and thought she would make a tempting meal, but the little hen was also clever and eventually outwitted him. This hen and fox fairy tale could have been adopted by any country.

* THE MAGIC LISTENING CAP — 4-6 Intermediate
More Folk Tales from Japan
Yoshiko Uchida
Harcourt, Brace & World, Inc.

Uchida shows great style in this collection of stories. Stories have substance. Could have included more illustrations which better depict Japanese culture.

* MOKE AND POKI IN THE RAIN FOREST — K-3 Primary
Mamoru Funai
Harper & Row, Publishers, 1972

Moke and Poki are two Menehumes (tiny Hawaiian creatures) whose adventures are told in four short, easy-to-read stories. Eye catching illustrations.

* MYTHS AND LEGENDS OF THE EARLY FILIPINOS
E. Landa Jacano
1971 ** — $3.00

53 myths and legends from many parts of the Philippines. Prepared by professional anthropologists. Includes the great flood and after, origins of places' names, how things began. Prepared as a school text for children.

* ONE FOR THE PRICE OF TWO — 1-3 Primary
Cynthia Jameson
Parents Magazine Press, 1972

Folk tale about how two friends tricked a third man into buying his own cow twice. Beautifully illustrated. Nice to read to young children.

* THE SEA OF GOLD AND OTHER TALES FROM JAPAN — 1-3 Primary
Yoshiko Uchida — 4-6 Intermediate
Charles Scribner's Sons, 1965

Classic Japanese fairy tales retold by Yoshiko Uchida. Like fairy tales of all lands - the good prevails and evil receives its just rewards. Easy reading - short stories.

** See end of Publishers List.

* SHEN OF THE SEA — 4-6 Intermediate
Arthur Bowie Chrisman
E. P. Dutton & Co., Inc., 1968 — $4.50

Ancient Chinese tales which reveal the old way of life. Told with humor and distinctively illustrated with silhouettes.

* THE TWO STONECUTTERS — 1-3 Primary
Eve Titus
Doubleday & Co., Inc., 1967 — $4.50

Long ago there lived two brothers who were stonecutters. The younger brother was content with his simple life and humble work, but Elder Brother longed to be rich, mighty, and powerful. The brothers were granted seven wishes by the Goddess of the Forest. This tale tells the story of how each of the seven wishes were spent. Many nice stylistic illustrations. Classic fairy tale with a moral.

* THE WAVE — 2-3 Primary, 4-6 Intermediate
Margaret Hodges
Houghton Mifflin Co., 1964 — $3.50

This story tells of an old man who set fire to his own rice fields to warn his village of an approaching tidal wave. Moralistic story where the old man put others above self.

SECTION THREE - RESOURCE BOOKS
(History, Song and Game, Culture)

* AND YON? (Old Country Setting) — K-3 Primary
1970 ** — $1.75

Old country Filipino pre-primer with illustrations of toys, travel modes, domestic animals, food, and clothing.

* THE CHINESE AMERICAN SONG AND GAME BOOK — 4-6 Intermediate
A. Gertrude Jacobs
A. S. Barnes & Co.

Songs and games to teach children. Difficult to obtain.

* THE CHINESE HELPED BUILD AMERICA (American Setting) — 4-6 Intermediate
Dorothy and Joseph Dowdell
Julian Messner, 1972 — $4.95

The story of Chinese immigration to America personalized by making it the life story of "Ah Wa" a sixteen-year-old boy from the Toishan district of Kwangtung. The book tells of his leaving China because of drought and famine to live a

** See end of Publishers List.

life in America - first panning gold in California, working in the Southern Pacific Railway, and laundry businesses in California and New York. Prejudices and acts of discrimination against the Chinese are cited at length as well as commonly known "virtues" of the Chinese. Strong tendency to over simplify.

* THE CHINESE IN AMERICA (American Setting) 4-6 Intermediate
Claire Jones
Lerner Publications Co., 1972

Simple up-to-date textbook telling of the experiences of the Chinese in America. The first part presents a mini capsuled story of China up to President Nixon's visit to that country in 1972. It tells, matter of factly, of the compelling reasons for Chinese to leave their homeland in the mid-1800's and of the discrimination and many acts of harrassment faced by pioneer Chinese immigrants. The book concludes with a number of success stories and on the note that Chinese have "assimilated." Equal space should be given to the pressing problems of present day Chinese, especially the recent immigrants.

* THE STORY OF THE CHINESE IN AMERICA (American Setting) 4-6 Intermediate
Betty Lee Sung
The MacMillan Publishing Co., Inc.

This book progresses from early Chinese immigration to the successful life styles of Chinese Americans as citizens of the "establishment." Ms. Sung touches lightly on many topics concerned with Chinese culture and heritage. Because of cultural differences and prejudiced viewpoints, she relates to the "Mother Country" through the family structure and by use of its customs and traditions. All in all, the book lays a solid foundation of admiration and understanding for the early Chinese pioneer.

* THE CHINESE KNEW 1-3 Primary
Pine-Levine 4-6 Intermediate
McGraw-Hill Book Co.

Very good book crediting the Chinese with the invention and development of many things such as making paper, printing, ceramics, etc., and how the world profited from them. Follow-up activities are presented which can be done by the children in the classroom for further understanding and appreciation. Attractively illustrated and easily read.

* CITIZEN 13600 (American Setting) 10-12 Secondary
Mine Ikubo
Columbia University Press

Authentic story of a young Japanese American girl and the experiences she went through in concentration camp during World War II. This story, told with drawings by the author, seems unreal about a true life misery. Dated in style, but sensitive view of hardships in camp. One of the earliest publications dealing with this subject matter. Tone of contents reflects the attitude of that period of publication.

* CUSTOMS AND CULTURE OF THE PHILIPPINES — 4-6 Intermediate
(Old Country Setting)
Gladys Zabilko
Charles E. Tuttle Co. — $1.35

Highly recommended as a very practical resource book. However, should be used with caution because some inane generalizations are made.

* EXECUTIVE ORDER 9066 (American Setting) — 1 through Adult
Maisie and Richard Conrat
California Historical Society, 1972

Photo essay of authentic scenes of the American concentration camp experience. Brief compelling text is appropriate. Excellent selection of vivid pictures to bring about good discussions. Large photo prints are available.

* FIFTH CHINESE DAUGHTER (American Setting) — 4-6 Intermediate
Jade Snow Wong
Harper & Rowe, Publishers, 1950

An interesting narrative of a Chinese American growing up in San Francisco during the 1930's. The family structure and traditions which were honored in her family are shown through the eyes of this Chinese American daughter.

* FOLK SONGS OF CHINA, JAPAN, AND KOREA — K-3 Primary, 4-6 Intermediate
Betty Warner Dietz
The John Day Co., 1964

Folk songs in English and native languages for children. Good illustrations. Easy to use. Outstanding!

* FOLK SONGS OF JAPANESE CHILDREN — 4-6 Intermediate
Donald P. Burger
Charles E. Tuttle Co., 1968 — $6.60

Fifteen folk songs; includes music, translations, and explanations.

* HI NEIGHBOR U. S. COMMITTEE FOR UNICEF UN CHILDREN'S FUND BOOK 7
Hastings House Publishers — 4-6 Intermediate

Good section on Filipino games, crafts, and history.

* PHILIPPINE FOLK DANCES, VOL. 5
Francisca Reyes Aquino
1966 ** — $3.50

Steps, costuming, formation, music for 27 authentic dances from various parts of the Philippines. Vols. 1-4 also available at $13.75 for the four volume set.

** See end of Publishers List.

* THE PHILIPPINES, WONDERLAND OF MANY CULTURES — 4-6 Intermediate, 7-9 Jr. High
Patricia K. Brooks
Dodd, Mead & Co.

Easy to read, with photos and maps. Textbook-like story of the Philippine Islands. Tells of its history, people, and present day industries. For those who want a brief introduction to the Philippines.

* THE JAPANESE AMERICANS — 1-3 Primary, 4-6 Intermediate, $.25
The Bay Leaf
February, 1970

This issue of the Bay Leaf is a Japanese American Curriculum Project sponsored by the San Mateo City School District. Brief articles are written on a Japanese American Festival in which such terms as judo, ikebana, odori are explained .. about the benefits of Japanese Americans and other ethnic group relationships. Helpful leaflet for lower grades to give a micro-mini course on Japanese American contributions to America.

* SONGS OF CHINESE CHILDREN (Old Country Setting) — K-3 Primary, 4-6 Intermediate
Maryette Hawley Lum
Sutton House, 1936

Possibly out of print now. Available at Seattle Central Library Music Department. Good Chinese songs for someone who reads music.

* TALLER THAN BANDAI MOUNTAIN (Biography) (Old Country Setting) — 4-6 Intermediate, 7-9 Jr. High, $4.50
Dan D'Amélio
Viking Press, 1968

The story of severe hardships suffered by Hideyo Noguchi, a poor peasant from a small village in Japan who became a world renown doctor and bacteriologist. Noguchi's left hand was almost completely burned away in a childhood accident. His determination to acquire an education in spite of his handicap and extreme poverty is an example of rare courage. Mr. Noguchi is a national hero of Japan although he spent a considerable part of his adult life in the U.S.

* THE VILLAGE TREE (Old Country Setting) — K-3 Primary
Taro Yashima
Viking Press, 1953

A nostalgic portrait of the author's childhood is beautifully portrayed through poetic prose and illustrations.

* YOU CAN WRITE CHINESE (Old Country Setting) — 1-3 Primary, 4-6 Intermediate
Kurt Wiese
Viking Press

Well illustrated and easily understood book explaining the Chinese written language. The characters are described as pictures of words and the illustrations clearly depict them. A good get-acquainted lesson in Chinese figures.